DOCUMENT RESUME

ED 203 294 CS 006 129

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TITLE A Handbook for a Clinical/Support Reading Program for Non-Proficient Readers, K-12.
PUB DATE [80]
NOTE 61p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Curriculum Guides; Elementary Secondary Education; Evaluation Methods; Program Descriptions; *Reading Diagnosis; *Reading Difficulties; Reading Instruction; *Reading Programs; *Remedial Programs; Remedial Reading

ABSTRACT

Intended for use by administrators, teachers, and parents, this book describes a clinical/support, kindergarten through grade 12, reading program designed to provide a balance between the characteristics of the students and the learning environment. The handbook contains eight sections, the first an introduction outlining the program's philosophy and goals and an organizational flow chart. The remaining sections discuss the following topics: (1) the process used to identify nonproficient readers for the program; (2) the program's diagnostic procedures, including data collection and tentative individualized educational program planning; (3) final individualized educational program planning; (4) clinical/support program services, including the reading skills emphasized; (5) the clinic schedule; (6) staff responsibilities; and (7) evaluation procedures for both students and the program. Appendixes contain forms used in the program. (FL)

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A HANDBOOK FOR

A CLINICAL/SUPPORT READING PROGRAM

FOR NON-PROFICIENT

READERS, K - 12

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FORWARD

This handbook has been prepared for the board of directors of the school district in order to describe the organizational plan for the K - 12 Clinical/Support Reading Program for non-proficient readers. Hopefully the handbook will also serve as an explanation of the program for administrators, teachers, and parents.

While recognizing that only a small portion of the students at each school will be selected for participation in the program, we feel intensive and regular scheduling of students is essential to effect change in reading behavior. In addition we have provided for support in the regular classroom in order to maintain the gains which students achieve in the clinic setting. The total learning environment must be monitored and modified as needed to insure each student's reading success.

PHILOSOPHY

This school district recognizes that each student's developmental rate, reading capabilities, and interactions with his home, school, and community are unique. Accompanying these beliefs is the realization that all students may not progress adequately in the district's developmental reading program or content area classrooms at his/her level of expected performance.

In an attempt to address the special reading needs of these students, the school district will provide a clinical/support reading program. The program will serve these students within the context of the following principles:

1. As an active participant in his/her total environment, each student selects or ignores those portions of his/her experiences to which he/she responds.
2. As an active participant in his/her total environment, each student responds differently in various behavioral settings and these responses must be considered when planning an individualized program.
3. As an active participant in his/her total environment, each student's behavior is characterized by a dynamic, ongoning environmental interchange which is unique to this student.
4. As an active participant in his/her total environment, each student's remediation plan will reflect materials and strategies compatible with that learning environment.

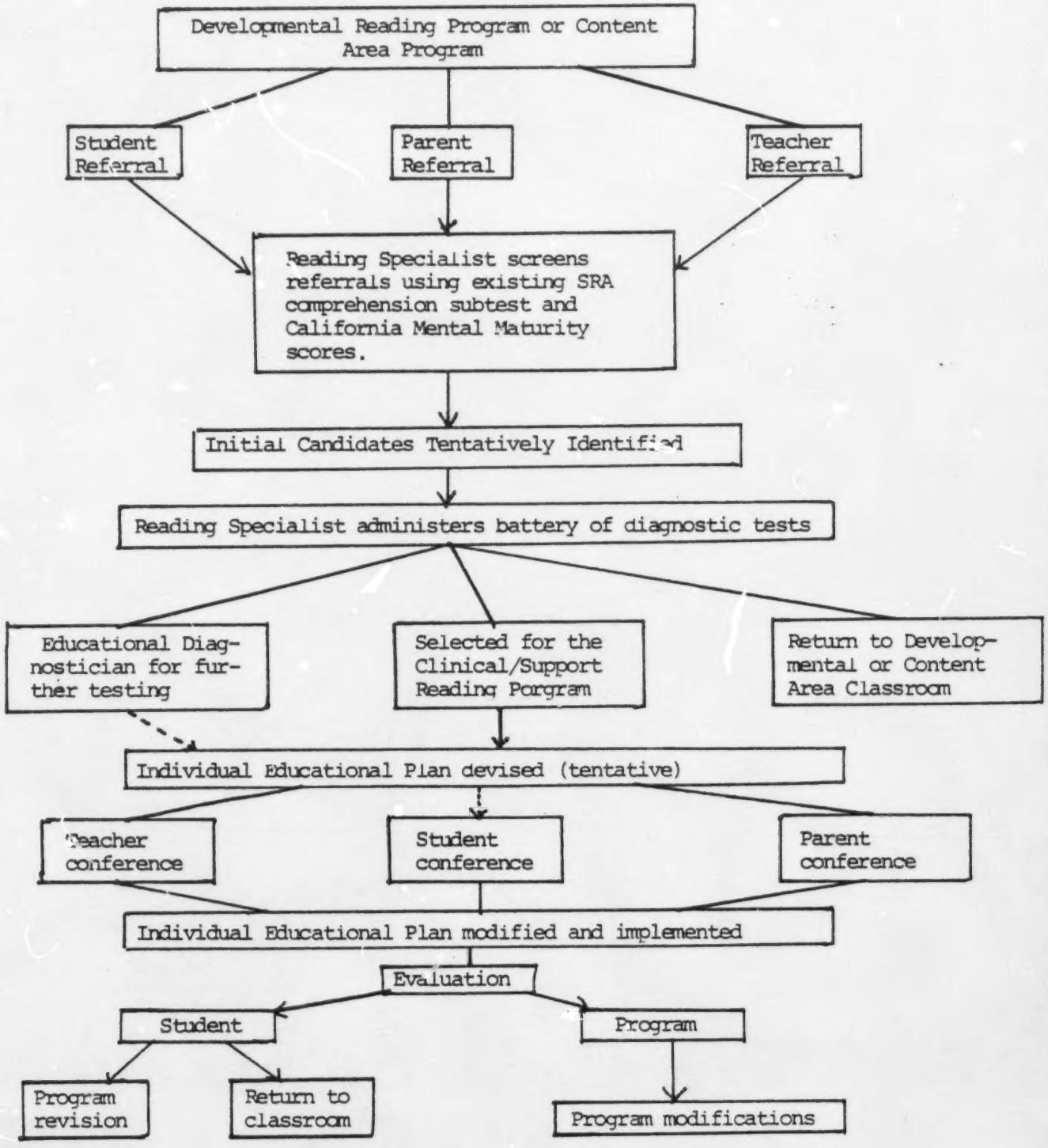
GOALS

The purpose of this program is to coordinate a successful educational balance between the characteristics of the student and the learning environments. Among the goals determined for the student and the program are:

1. Identification of students with special reading needs.
2. Assessment of student interactions in various environmental settings.
3. Cooperation of student, parents, and school personnel in education decision making and goal setting.
4. Writing an individualized program for each student while considering his/her total life experiences.
5. Implementation of the individualized program tailored to each student's needs and goals.
6. Review and reassessment of student progress in relation to predetermined needs and goals.
7. Revision of needs and goals as perceived by the student, parents, and school personnel.
8. Reentry of clinic students into the developmental reading program or regular content area classroom when adequate progress is indicated.
9. Demonstration of corrective reading strategies suitable for non-proficient readers in regular classrooms.

10. Assistance and support for the classroom or content area teacher in providing appropriate modifications in the regular program for non-proficient readers.
11. Improvement of the students' scores on the district standardized reading survey tests.

FLOW CHART


Developmental Reading Program or Content Area Program
Student Referral
Parent Referral
Teacher Referral
Reading Specialist screens referrals using existing SRA comprehension subtest and California Mental Maturity scores.
Initial Candidates Tentatively Identified
Reading Specialist administers battery of diagnostic tests
Educational Diagnostician for further testing
Selected for the Clinical/Support Reading Porgram
Return to Developmental or Content Area Classroom
Individual Educational Plan devised (tentative)
Teacher conference
Student conference
Parent conference
Individual Educational Plan modified and implemented
Evaluation
Student
Program
Program revision
Return to classroom
Program modifications

IDENTIFICATION PROCESS

Initial Referral

The initial identification of non-proficient readers will allow a student to refer himself, a parent to refer his child, and/or a teacher to refer a student. Furthermore, the Reading Specialist may identify other non-proficient readers through an examination of cumulative records.

The following procedure will be used as an initial identification process:

1. The Reading Specialist receives student, parent or teacher initiated referrals.
2. The Reading Specialist screens referrals using test results in the student's cumulative records. These records include the comprehension subscores of the SRA Achievement Series, Forms A - H, given annually to K-12th graders and the California Test of Mental Maturity, given annually in grades 3, 6, and 9. (Form 1E)
3. From these records, the Reading Specialist identifies all students who are achieving two or more years below grade level and have an average or above average IQ.
4. Students who evidence a discrepancy between obtained scores on the standardized subscores of comprehension and the California Test of Mental Maturity will be subjected to further diagnosis.

5. In order to gather more data about the student in his learning environment, the Reading Specialist will solicit additional information from the student, parent, or teacher using the appropriate referral forms. (Forms 1A, 1B, 1C, and 1D)
6. The school nurse will screen the student for possible hearing loss using the Puretone Threshold Acuity Test.
7. The school nurse will screen the student for possible vision difficulties using the Snellen Test and the Keystone Telebinocular Test.

Steps 1 and 2 may occur in reverse order.

Final Selection

The final selection process will inculde these procedures:

1. The Reading Specialist will give the following battery of tests to those students who exhibited a discrepancy between reading level and intellectual ability:

   Elementary students

   a. Wepman Auditory Discrimination Test
   b. Test of Written Language
   c. Woodcock Reading Mastery Test
   d. Informal Reading Assessment (Burns & Roe)
   e. Peabody Picture Vocabulary Test
   f. Primary Acquisition of Language - Oral Language Dominance Test (when appropriate)
   g. Informal Phonics Inventory (Burns & Roe)

Secondary students

a. Test of Written Language

b. Woodcock Reading Mastery Test (Subtests as needed)

c. Informal Reading Assessment (Burns & Roe)

d. Survey of Study Habits and Attitudes

2. The Reading Specialist will conduct a student interview.
3. The paraprofessional will administer a reading attitude scale for elementary students and an interest inventory for elementary and secondary students. (Form 1F)
4. The Reading Specialist will synthesize information gathered through referrals, cumulative records, test results, and the student interview to determine which students should be:

   a. returned to the developmental reading program.

   b. selected for the clinical/support reading program.

   c. referred for further testing by the diagnostician.

5. The paraprofessional will send the student's parents the appropriate letter. (Forms 3A, 3B, and 3C)
6. A waiting list of qualified students will be compiled in order to maintain a 40-member clinic population at all times.
7. All students reading below-level will be served either in the clinic or the classroom setting.

This procedure is applicable at any time during the school year for new referrals and/or students who transfer into the district.

DIAGNOSTIC PROCEDURES

Data Collection

The Reading Specialist will further diagnose specific needs of the students selected for the Clinical/Support Reading Program. She will consider data collected from the following sources:

1. the previously administered tests used during the final selection process as well as the information from the initial screening process.
2. a miscue analysis of the student's informal reading inventory. This analysis will designate reading strengths and weaknesses in terms of graphophonic, syntactic, and semantic miscues.
3. selected placement test results obtained from commercial and teacher-made material in the clinic. The Reading Specialist will consider the special reading needs of each student when choosing program-specific tests.
4. classroom observations which focus on the student and his interactions with his total school environment. The Reading Specialist will consider the student's own perception of his reading abilities and his goals as well as the perceptions of his parents and teachers. (Forms 2A and 2B)

5. other observations pertinent to the understanding and diagnosis of the student's reading needs. (Forms 2C, 2D, and 2E)

Individualized Educational Program Planning (tentative)

Based on the information gathered, the Reading Specialist will analyze and synthesize the data in order to characterize the students as one of the following case types:

1. Mild correctives - students who are performing on level, but experience some specific short-term skill difficulties within the developmental reading program or content area classroom. These students will be the responsibility of the classroom or content area teacher, who will receive support from the Reading Specialist in order to provide appropriate program modifications and inclass remediation.
2. Severe correctives - students who have more general problems in basic reading skills and abilities which limit their total reading growth. They may be as much as two years behind grade level.
3. Remedials - students who exhibit deficiencies in reading ability which limit further growth in reading. Their reading problems are compounded with other learning disabilities.

Ongoing diagnosis permits the case type of a particular student to change as progress is noted.

Furthermore, the Reading Specialist will generate a tentative individualized educational program plan which delineates the student's strengths and weaknesses. The plan will suggest remedial strategies and appropriate materials based on the available data at this time. (Form 2F)

INDIVIDUALIZED EDUCATIONAL PROGRAM PLANNING

Since the student's parents and teachers are an integral part of his total environment, they will be involved in the program planning process. A series of three conferences will be held to establish rapport between the Reading Specialist and the individuals with whom the student interacts.

Parent Conference

The Reading Specialist, as well as the principal, will visit the student's home in order to confer with his parents about the educational plan which was tentatively designed for their son/daughter. The procedure to be followed at this conference includes:

1. seeking any necessary clarifications about the information gathered on the parent referral form.
2. discussing the parents' perceptions of and goals for their son/daughter.
3. sharing the student's test results with the parents.
4. describing the tentative educational plan designed especially for the student.
5. encouraging parental suggestions for modifications in the remediation effort.
6. inviting parents to visit the clinic at any time to view their son/duaghter's behavior and discuss his/her progress.

Student Conference

Upper elementary, junior high, and senior high school students will meet with the Reading Specialist in order to discuss their personalized educational program. The general guidelines to be followed during the conference will include:

1. informing the student that he has been chosen to participate in the Clinical/Support Reading Program.
2. encouraging the student to share his long-range educational goals and his more immediate goals related to the reading program.
3. seeking necessary clarifications about information gathered on the student referral form or during the interview.
4. sharing test results with the student.
5. eliciting feedback from the student concerning the tentative educational plan designed for him/her.
6. encouraging suggestions for the modification of his personalized educational plan which will make it more suitable to his felt needs and goals.

Teacher Conference

At the elementary level, the Reading Specialist will confer with the student's classroom teacher. Mandatory attendance by the P.E., music, and art teachers at these conferences is unrealistic in view of the fact that they would need to attend numerous meetings. However, they will be notified of each conference and encouraged to attend as many as possible.

At the junior high level, the Reading Specialist will confer with the student's language arts, math, science, and social studies teachers. At the senior high level, the conference will involve the student's English, math, science, and history teachers. Other personnel interested in the needs of the student will be informed of the conference date and will be encouraged to attend.

The general guidelines for these conferences will include:

1. reviewing all referral forms, survey tests results, and diagnostic test results.
2. sharing information gathered during initial and subsequent parent and student interviews.
3. discussing the proposed educational plan with the teacher(s).
4. encouraging suggestions for modifications of the student's personalized educational plan.
5. Planning cooperatively with developmental reading and content aras teachers to insure classroom use of methods and materials which correlate with the Clinical/Support Reading Program.

Following the meetings, the Reading Specialist will make any necessary revisions in accordance with suggestions and modifications elicited during the conferences. The modified plan will then be implemented in the Clinical/Support Reading Program.

The initial activity upon implementation will be the administration of the Gates-MacGinities Reading Test to each student. The standardized scores obtained will be used as pretest scores for program evaluation purposes.

CLINICAL/SUPPORT READING SERVICES

The range of services available to the student in the Clinical/ Support Reading Program build on and relate directly to the diagnostic information obtained. The remediation process encompasses word recognition skills, vocabulary development, comprehension skills, study skills, and language/reading fluency. The program is designed around a continuum of reading competencies which will be emphasized throughout grades K - 12. The scope and sequence of reading skills which accompanies the single basal reading series adopted by the school district for the developmental reading program, K - 8, will be reflected in the Clinical/Support Reading Program. It is anticipated that most of the students in the senior high clinic will follow the scope and sequence of the developmental reading program because of the degree of their deficiency. However, an effort will be made to continue the skill development program for those who read above the eighth grade level based on study skills pertinent to each content area and survival skills.

A wide variety of materials will be purchased to allow for mastery of designated objectives in the five general areas mentioned above. The choice of materials will reflect high interest books, alternate modalities, and a variety of formats.

OUTLINE OF READING SKILLS

WORD RECOGNITION SKILLS

1. Sight Vocabulary

2. Phonics
   a. consonants
   b. blends (clusters)
   c. digraphs - consonants
   d. long vowels
   e. short vowels
   f. digraphs - vowels
   g. diphthongs
   h. phonic generalizations
   i. spelling patterns

3. Structural Analysis
   a. compound words
   b. contractions
   c. inflectional endings
   d. prefixes/suffixes/roots
   e. syllabication/accent

4. Context clues
   a. picture clues
   b. semantic/syntactic clues

5. Dictionary Usage
   a. alphabetical order
   b. guide words
   c. variants/derivatives/root words
   d. prounuciation key
   e. accent marks
   f. word meanings

COMPREHENSION SKILLS

1. Units of Comprehension
   word
   phrase
   sentence (punctuation)
   paragraph
   entire selection

2. Levels of Comprehension
   a. Literal
      details
      sequence
      antecedents of referent words
      enumeration
      following directions
      main idea (if stated)

b. Interpretive
main idea (if not stated)
cause and effect
make comparisons
draw conclusions
make inferences
classifying
picture interpretation
interpret idioms and figures of speech
interpret story characters and events
make generalizations

c. Critical/Evaluative
author's fairness or bias or point of view
author's use of language
author's style or tone
fact vs. opinion
reality vs. fantasy
propaganda techniques
types of literature

d. Creative
open-ended questions
predicts outcomes
involvement with the information presented
rethinks ideas in view of material read

VOCABULARY DEVELOPMENT

1. Word meanings

2. Special words
homonyms
homographs
antonums
synonyms

3. Structure words

4. Signal words

STUDY SKILLS

1. Study methods
SQ3R
reading for a purpose

2. Rate

3. Locating materials
a. books
preface

indexes
appendices
glossaries
footnotes
bibliographies

b. reference books
encyclopedia:
alphabetical order
guide words
cross-references
volume
key word
atlas:
alphabetical order
map legend
map location
map scale
library resources:
location
card catalog
reference materials

4. Organization
note taking
outlining
summarizing information

5. Graphic Aids
a. maps
b. graphs
picture
circle
bar
line
c. tables
d. illustrations

CONTENT AREA SKILLS

1. Literature
a. specialized vocabulary
b. plot, theme, characterization, sequence
c. knowledge of
short stories
novels
plays
poetry
essays
biographies
autobiographies

2. Social Studies/History
   specialized vocabulary
   concepts
   reading of maps, charts, graphs

3. Mathematics
   specialized vocabulary
   symbols
   abbreviations
   word problems
   graphs, maps, charts, tables

4. Science
   specialized vocabulary
   concepts
   following directions
   graphs, charts, tables

CLINICAL/SUPPORT READING PROGRAM

MATERIALS LIST

	Workbooks Worksheets	Books	Kits	Cassettes
Word Recognition Skills				
Vocabulary Development				
Comprehension Skills				
Study Skills				
Language/Reading Fluency (library)				

CLINIC SCHEDULE

The Clinic/Support Reading Program at the schools will serve a total of forty students per clinic. Thirty of these students will have been designated as severe correctives and ten will have been designated as remedials. An up-to-date waiting list will be compiled for each clinic which will contain the names of the remainder of the students identified as needing help. The case type of particular students may change as progress is noted. As the students are dismissed from the program, additional students will be selected from the waiting list.

The remediation will occur in 45 minute time slots, from 8:00 to 12:00, Monday through Friday. Each class will contain six severe correctives who will be taught as a group and two remedials who will be taught together. Each group will spend 45 minutes in the clinic, approximately 20 minutes with the Reading Specialist engaged in direct instruction and approximately 20 minutes engaged in independent practice or recreational reading supervised by the paraprofessional.

STAFF RESPONSIBILITIES

Reading Specialist

The Reading Specialist will divide her time into two main categories. First, the morning hours, 8:00 to 12:00, will be devoted to the necessary direct instruction for those students selected for the program. The remainder of the school day should be determined by student and teacher needs, not by fixed periods of time. Therefore, the afternoon hours, 1:00 to 4:00, will be dedicated as needed to the following duties:

1. testing
2. diagnosis
3. program planning
4. student, parent, and teacher conferences
5. record keeping
6. demonstration teaching
7. modifying the regular program for clinic students as well as those classified as mildly corrective.

Paraprofessional

The paraprofessional will be assigned to the Clinical/Support Reading Program from 8:00 to 12:00 each day. She will be responsible for the supervision of students engaged in practice activities and recreational reading as directed by the Reading Specialist. During the two or three weekly recreational reading sessions for each class, the paraprofessional will update the students' progress records or perform other record-keeping tasks.

EVALUATION

Student Evaluation

The evaluation of each student will consider the following principles:

1. Evaluation is a continual process and the individual educational program may be changed when necessary.
2. Feedback and recommendations to the student concerning his progress will also be continuous.
3. Students may be reclassified as mild corrective, severe corrective, or remedial within the program and as on-going diagnosis indicates. Instructional groups will be adjusted accordingly.
4. Regular communication will be maintained with the developmental reading teacher or content area teacher(s) pertaining to the student's progress and needs. (Form 4A)
5. Progress reports to parents will be sent every two months. (Form 4B)

The evaluation of each student's ongoing progress will be recorded using a checklist of reading skills. (Form 4C) As the student demonstrates mastery in the deficit skill area, the Reading Specialist will record the progress.

The evaluation of each student for the purposes of dismissal from the program will consider the following guidelines:

1. The Reading Specialist will administer an alternate form of the Informal Reading Assessment to identify individual reading gains.
2. The Reading Specialist will determine mastery of specific skills in which the student was deficient.
3. The Reading Specialist will consider the student's progress in relation to the stated and agreed upon goals.
4. Students may be dismissed when remedial instruction is no longer considered beneficial by the Reading Specialist.
5. The Reading Specialist will record evaluation information in a final report for the student's cumulative folder.

Program Evaluation

The success of the Clinical/Support Reading Program will be evaluated in the following manner:

1. The parents will evaluate the program with respect to their son/daughter's reading achievement, school performance, and stated goals. The Reading Specialist will summarize these evaluations. (Form 4D)
2. The students will evaluate the program with respect to their reading achievement, school performance, and stated program goals. The Reading Specialist will summarize these evaluations. (Forms 4E and 4F)

3. The teacher will evaluate the program with respect to the student's reading achievement, school performance, and stated program goals. The Reading Specialist will summarize these evaluations. (Form 4G)
4. The Reading Speicalist will evlauate the program with a written report focused on suggestions and modifications for future program improvement.
5. The school district will evaluate the program using the students' pre- and post-normal curve equivalents scores on the Gates-MacGinitie Reading Tests, alternate forms.
6. The Reading Specialist will compute the percentage of preset goals achieved by the students as determined by her evaluations.
7. The Reading Specialist will compute the percentage of skills mastered using the reading skills checklist.
8. The Reading Specialist will compute the gains in the instructional and independent student reading levels using an alternate form of the Informal Reading Assessment.

APPENDIX 1 Form 1A

IDENTIFICATION PROCESS FORMS

STUDENT REFERRAL FOR READING HELP

(ELEMENTARY)

Name_____ Date_____

Address_____ Phone_____

Teacher_____ Age_____ Grade_____ Sex_____

PLEASE ANSWER THE QUESTIONS THAT APPLY TO YOU:

1. I need help with my reading because _____

_____

2. Reading is hard for me because _____

_____

_____

3. I want to be a better reader because _____

_____

_____

4. Do you like to read? _____

5. Do you check out books from the library? _____

6. Does your mother or father read to you? _____

7. Does your sister or brother read to you? _____

8. Do you read to others?_____ Who?_____

9. Do you read for fun at home?_____

Form 1B

STUDENT REFERRAL FOR READING HELP

(SECONDARY)

Name _____ Date _____

Address _____ Phone _____

Teacher _____ Age ____ Grade ____ Sex _____

PLEASE ANSWER THE QUESTIONS THAT APPLY TO YOU:

1. Why do you feel you need help with your reading? _____

   _____

   _____

2. Do you like to read? _____

3. Do you feel you have had good teachers? _____

4. What are the area(s) with which you feel you need the most help? _____

   a. identifying words _____
   b. increasing vocabulary _____
   c. understanding the message _____
   d. speed of reading _____
   e. study skills _____

5. Can you complete your homework assignments? _____

6. Can you understand what the author is saying? _____

7. Do you read the newspaper? _____

8. Do you read magazines? _____

9. How many books have you read this year? _____

10. Can you read your science book? _____

11. Can you read your social studies/history book? _____

12. Can you read your health book? _____

13. Can you read your reader/English book? _____

14. Can you read your math book? _____

PARENT REFERRAL FORM

Name_____

Address_____Phone_____

Birthdate_____ Age_____ Sex _____

School_____ Grade Level_____

Name of Parents or Guardians_____

Address of Parents of Guardians_____

Telephone of Parents or Guardians_____

Occupation of father_____

Occupation of Mother_____

Why do you think your child should be referred to the reading clinic?

_____

_____

List names, ages, and sexes of other children_____

_____

Are the children full brothers and/or sisters? Yes___ No___

Which of the above children are presently living at home?_____

_____

Has anyone else ever lived in the home? If yes, who?_____

_____

Has your family ever lived with anyone else? If yes, who?_____

_____

What languages are spoken in the home?_____

Do any other members of the family have a reading problem?_____

_____

Have their ever been any physical deformities on either side of the family, in any generation?_____

How is the general health of other members of the family?_____

_____

Was child born prematurely?_____ If so, how much?_____

Was birth completely normal?_____ If no, please explain_____

_____

At what age did child begin to talk?_____

At what age did child walk?_____

Has child ever had any serious illnesses?_____ If yes, please explain.

_____

Has child ever had any serious accidents?_____ If yes, please explain.

_____

Does child wear glasses?_____

When did student have last examination by an eye doctor?_____
What were the results?_____

Has student ever had any ear infections?_____ If yes, please explain.

_____

Has student's hearing ever been checked by a doctor?_____

Any special schools attended?_____ Name of school, type, where, when, and how long in attendance? _____

_____

Has student ever had an intelligence or other mental test?_____

If so: what test(s), by whom give, where and when, and results?_____

_____

Has child ever failed in school?_____ What grades?_____

Has the student ever missed school for any long periods of time?_____
If yes, please explain._____

Usual scholastic rating:_____ Best subjects:_____

Worst subjects:_____

How does student get along with siblings?_____

How does student get along with other children?_____
Parents?_____

Disposition? Happy_____ Affectionate_____ Dependable_____
Concentration_____ Temper_____ Fears_____

Does student fatigue easily?_____ Symptoms observed_____

How much does student sleep?_____ At night_____ Daytime_____

Interests and abilities_____

What does student like to do in spare time?_____

Does student like to compete with others?_____ Explain_____

_____

Name of person who has completed this form_____

_____
(Signature) (Date)

TEACHER REFERRAL FORM

Student's name _____ teacher's name _____

What do you think is the student's main problem(s) in reading? _____

_____

_____

What book is he/she presently using? _____

How is this student grouped for reading? _____

What is provided for any special reading problems that he/she may have?

_____

_____

What are some of the student's strengths? _____

What are some of the student's weaknesses? _____

What are the student's reactions to reading (interests, attitude, etc.)?

_____

_____

How does the student respond to authority?
resistant _____
accepting _____
overly dependent _____

What are the student's relationships to other students? _____

_____

Describe any unusual emotional behavior in this student? _____

_____

How does this student respond to assignments? _____

How does the student behave in the classroom? _____

Other information that you feel is important: _____

_____

Does the student speak a language other than English in the Classroom? _____
If so, what language? _____

Does the student read a language other than English? _____ If so, what? _____

TEST RESULTS FROM STUDENT CUMULATIVE RECORDS

NAME _____ DATE _____

Stanford Diagnostic Reading Test

	Scores Year	Year	Year
Vocabulary			
Comprehension			
Word Attack			
Speed			
Auditory Discrimination			

Gates MacGinitie Reading Test, Form F

	Scores Year	Year	Year
Vocabulary			
Comprehension			
Speed			
Accuracy			

California Test of Mental Maturity

Grade 3 _____

Grade 6 _____

Grade 9 _____

INTEREST INVENTORY

1. What do you do in your spare time after school?_____

   At night?_____

   On Saturday?_____

   On Sunday?_____

2. What are your favorite TV programs?_____

   Who is your favorite TV actor or actress?_____

3. How often do you go to the movies?_____

   Who goes with you?_____

   What are the two best movies you ever saw?_____

   Who is your favorite movie actor or actress?_____

4. What tools, toys or games that you own do you like best?_____

5. Do you have a hobby?_____

6. Do you belong to a club?_____

   What do you do at the club?_____

   Are you an officer?_____

7. Do you listen to the radio?_____

   What is your favorite program or station?_____

8. Do you have a record player?_____

   What is your favorite record?_____

   Who is your favorite musician or singer?_____

9. Do you take any special lessons?_____

   How long have you taken them?_____

10. What so you want to do when you grow up?_____

11. Have you ever been to a zoo? Circus? Farm? Museum? Picnic? Concert? Ball game? Amusement park? another city? (Check for "yes" answer)

12. Have you ever taken a trip by boat? train? bus? auto? airplane?

Where did you go last summer? _____

13 Do you read comic books? _____

Which ones do you like best? _____

Do you read any other magazines? _____

14 Do you have a pet of your own? _____

Do you have to take care of him yourself? _____

If you had a pet what kind would you like to have? _____

15. Do you have a regular allowance? _____

Do you ever earn your own money? _____

What do you buy with your money? _____

16. What would you do with one thousand dollars if you had it? _____

17. What three changes would you make if you could? _____

18. Who is the greatest man or woman in the world today? _____

19. What famous man or woman would you most want to be? _____

20. Do you like school? _____

What is your favorite subject? _____

21. Do you like to have someone read to you? _____

Who reads to you? _____

What book did you enjoy? _____

22. What library do you visit? _____

How often? _____

Do you own some books of your own? _____

What is the name of a book that you have read and enjoyed? _____

What kind of reading do you like best? (Circle those that appeal)

Adventure stories Science Poetry History Mysteries Travel

Fairytales Spy Stories Biography Animals What else?

APPENDIX 2

Form 2A

DIAGNOSTIC PROCEDURE FORMS

CLASSROOM OBSERVATION CHECKLIST

ELEMENTARY (K-6)

Student _____ Date _____

Teacher _____ Time _____

Observer _____

Student-teacher interactions during the reading lesson:

1. The student attends to instruction _____
2. The student volunteers answers _____
3. The student initiates questions _____
4. The student is an active participant _____
5. Questions answered by the student were:
   a. literal _____
   b. interpretive _____
   c. critical _____
   d. creative _____
6. The general attitude displayed by the student is:
   a. positive _____
   b. neutral _____
   c. negative _____

   Explain _____

   _____
7. Strategies used by the teacher to introduce vocabulary focused on:
   a. isolation/sight _____
   b. isolation/phonics _____
   c. context _____
   d. no introduction

8. In order to understand the story, the teacher develops background of:

   a. word meaning _____

   b. concepts _____

9. Questions asked by the teacher were:

   a. literal _____

   b. interpretive _____

   c. critical _____

   d. creative _____

10. The teacher asks questions for the purpose of:

   a. assisting comprehension _____

   b. assessing comprehension _____

11. Strategies emphasized by the teacher:

   a. meaning seeking _____

   b. phonics oriented _____

12. The teacher's verbal behavior could be characterized as:

   a. positive _____

   b. negative _____

   Explain: _____

_____

Other observations: _____

_____

_____

_____

Student interaction patterns during independent work:

1. The student seems to understand directions _____
2. The teacher gives adequate directions _____
3. The student stays on task _____
4. The student completes the assignment independently _____
5. The student seeks help from the teacher _____
6. The teacher is available for further help _____
7. The student disturbs other students _____

Other observations: _____

_____

_____

CLASSROOM OBSERVATION CHECKLIST

SECONDARY (7-12)

Student_____ Date_____

Teacher_____ Time_____

Observer_____

Student-teacher interactions during content area reading:

Content area observed: _____

1. The student attends to instruction _____
2. The student volunteers answers _____
3. The student initiates questions _____
4. The student is an active participant _____
5. Questions answered by the student were:
   a. literal _____
   b. interpretive _____
   c. critical _____
   d. creative _____
6. The general attitude displayed by the student was:
   a. positive _____
   b. neutral _____
   c. negative _____

   Explain: _____

   _____
7. Strategies used by the teacher to introduce vocabulary focused on:
   a. isolation/sight _____
   b. isolation/phonics _____
   c. context

8. Questions asked by the teacher were:
    a. literal _____
    b. interpretive _____
    c. critical _____
    d. creative _____
9. The teacher asks questions for the purpose of:
    a. assisting comprehension _____
    b. assessing comprehension _____
10. Strategies emphasized by the teacher:
    a. meaning seeking _____
    b. phonics oriented _____
11. The teacher's behavior could be characterized as:
    a. positive _____
    b. negative _____
    Explain: _____
    _____
12. The teacher uses advance organizers _____
13. The teacher emphasizes the functional nature of reading _____
14. High-interest, self-selection reading materials are available _____

15. The teacher used the following reading strategies for the content area:

    a. vocabulary words _____
    b. study guides _____
    c. glossing _____
    d. structural overviews _____
    e. directed reading lesson _____
    f. purpose setting questions _____
    g. graphic aids _____

Other observations: _____

_____

_____

_____

Student interaction patterns during independent work:

1. The student seems to understand directions _____
2. The teacher gives adequate directions _____
3. The student stays on task _____
4. The student completes the assignment independently _____
5. The student seeks help from the teacher _____
6. The teacher is available for further help _____
7. The student disturbs other students _____

Other observations: _____

_____

_____

CHECKLIST OF STUDENT READING BEHAVIORS

IN THE CLASSROOM

Student _____ Grade _____ Age _____

Teacher _____ Date _____

Directions: Check the items below that accurately describe this student's reading behavior or abilities. Include any additional information in the appropriate space below that you think would help the Reading Specialist in diagnosis and instructional planning.

Reading Interests

___ Brings reading materials from home
___ Reads to others in the class
___ Reads at home
___ Enjoys art
___ Enjoys sports
___ Enjoys science
___ Enjoys _____
___ Hobbies: _____

Relationships with Other Students

___ Prefers to work alone
___ Prefers to work with others
___ Works well with one or two others
___ Works well in small groups
___ Works well in large groups
___ Is reluctant to participate
___ Has respect for ideas of others

Additional Information: _____

_____

_____

_____

_____

_____

_____

Oral Participation in Discussions

Language Patterns:

___ Complete sentences
___ Complex sentences
___ Simple sentences
___ Well organized thoughts
___ Good interpretation of ideas

Vocabulary:

___ Lacks appropriate vocabulary
___ Rich vocabulary
___ Mispronounces words often

Speech:

___ Clear enunciation
___ Stuttering and/or stammering
___ Monotone voice
___ Uses effective expression

Reactions of Other Students:

___ Critical
___ Interested
___ Uninterested
___ Hostile
___ Sympathetic

Confidence:

___ Poised
___ Tense and anxious
___ Shy/Embarassed
___ Relaxed

CHECKLIST OF STUDENT PHYSICAL BEHAVIORS

Name_____Grade_____ Age_____

Teacher_____Date_____

Directions: Check the items below that accurately describe the student's behavior.

	This behavior is seen		
	Often	Seldom	Never
VISUAL			
1. Loses place when reading	___	___	___
2. Holds book too close	___	___	___
3. Rubs eyes	___	___	___
4. Eyes water and are red	___	___	___
5. Complains of headaches	___	___	___
6. Shuts or covers one eye when reading	___	___	___
7. Squints	___	___	___
8. Seems tense when doing visual tasks	___	___	___
9. Moves head instead of eyes when reading	___	___	___
AUDITORY			
1. Has speech difficulties	___	___	___
2. Turns ear toward speaker	___	___	___
3. Does not follow simple directions	___	___	___
4. Inattentive	___	___	___
5. Complains of headaches and/or buzzing in the ears	___	___	___
6. Speaks too loudly	___	___	___
7. Puts hand behind ear to signal speaker to speak louder	___	___	___
8. Speaks in a monotone	___	___	___

FORM 2D

PHYSICAL WELL-BEING	Often	Seldom	Never
1. Does not feel well	___	___	___
2. Sleeps during class	___	___	___
3. Seems tired or complains of being tired	___	___	___
4. High absenteeism	___	___	___
5. Complains of being hungry	___	___	___
6. Often has cold or flu symptoms	___	___	___
7. Participates in physical education class	___	___	___

GENERAL BEHAVIOR			
1. Finds abstract tasks difficult	___	___	___
2. Poor performance when copying letters or figures	___	___	___
3. Perseverates	___	___	___
4. Can not follow directions which classmates can follow	___	___	___
5. Short attention span	___	___	___
6. Distractable	___	___	___

Other comments: _____

_____

_____

CHECKLIST OF STUDENT LANGUAGE AND SOCIAL BEHAVIOR IN THE CLASSROOM

Name _____ Grade _____ Age _____

Teacher _____ Date _____

Directions: Check the items below that accurately describe the student's language and social behavior that you have observed in the classroom.

	This behavior is seen		
	Often	Seldom	Never
LANGUAGE BEHAVIORS			
1. Speaks clearly	___	___	___
2. Speaks in a monotone	___	___	___
3. Stutters or stammers	___	___	___
4. Is reluctant to speak up	___	___	___
5. Uses a wide choice of words	___	___	___
6. Uses sentence structure that is comparable to that of the peers	___	___	___
7. Expresses self orally through well organized ideas	___	___	___
SOCIAL BEHAVIORS			
1. Displays behavior that disrupts the class	___	___	___
2. Appears confident while interacting with others	___	___	___
3. Prefers not to participate in group activities	___	___	___
4. Displays aggressiveness toward other students	___	___	___
5. Responds to verbal praise	___	___	___
6. Desires to work in a one-to-one situation	___	___	___
7. Likes to help other students	___	___	___

Other Comments: _____

_____

_____

CASE REPORT

I. Student Identification
   a. Name
   b. Age
   c. Birthday
   d. Grade
   e. School
   f. Parents
   g. Address
   h. Phone
   i. Period of diagnosis
   j. Reading Specialist

II. Information Summary

III. Interests of Students

IV. Test Results

V. Total data Summary

VI. Learner Strenghts

VII. Learner Weaknesses

VIII. Motivational Strategies

IX. Instructional Recommendations

X. Instructional Modifications

APPENDIX 3

PROGRAM FORMS

To _____

From _____

Date _____

Your son/daughter _____ has been given a series of reading and diagnostic tests that have indicated that he/she should be given the kind of help provided in our clinical/support reading program. This is a class for students of normal intelligence who have some type of difficulty in reading.

Please feel free to visit with me concerning your son/daughter's reading problem and to visit the class in which we would like to enroll him/her. If you would like to visit this class, it meets on _____ from _____ to _____ in room _____.

Sincerely,

Reading Specialist

You have my permission to enroll _____ in the clinical/support reading program.

_____
(Signature of parent or guardian)

Note: Please ask your son/daughter to return this to me at school or mail it to me at the following address:

To _____

From _____

Date _____

Dear _____,

Your son/daughter, _____, has been screened for the reading clinical/support program at _____ _____ school. At this time, the program does not appear to meet _____'s needs. However, if you wish to visit the clinic and discuss the results of the initial screening process, please feel free to do so.

Sincerely,

Reading Specialist

To _____

From _____

Date _____

Dear _____,

Your son/daughter, _____, has been screened for the reading clinical/support program at _____ school. As a result of initial efforts, further evaluation appears warrented by an educational diagnostician. With your permission, this can be done at our school. Please feel free to call if you have any questions about this procedure; otherwise please indicate your decision as to further evaluation below.

Sincerely,

Reading Specialist

****

You have my permission for the educational diagnostician to evaluate my son/daughter _____.

_____
(signature of parent)

EVALUATION FORMS

PROGRESS REPORT TO TEACHERS

From _____ To _____

Reading Specialist's diagnosis of the problem: _____

_____

_____

_____

Work being carried on for correction of the above problem: _____

_____

_____

_____

_____

Assignment for student: _____

_____

_____

Comments or questions: _____

_____

_____

PROGRESS REPORT TO PARENTS

Date_____

To_____

From _____(Reading Specialist)

As you know your son/daughter _____ has been receiving help in reading in our clinical/support reading program. We feel that his/her primary need is:

_____

_____

_____

In addition to the help that your son/daughter has been receiving at school, it would also be beneficial if he/she could get help in the following areas at home:

1. Take your child to the public library. Help him/her locate books that interest him/her.

2. Try to set aside a certain period of time each day for pleasure reading. This is better if a specific time is set aside rather than a fixed amount of time. It is important that it be done at the same time each day if possible.

3. Show interest and check to see that homework assignments are completed on the date that they are due.

4. Other: _____

_____

CHECKLIST
OUTLINE OF READING SKILLS

WORD RECOGNITION SKILLS

1. Sight Vocabulary _____

2. Phonics
   a. consonants _____
   b. blends (clusters) _____
   c. digraphs - consonants _____
   d. long vowels _____
   e. short vowels _____
   f. digraphs - vowels _____
   g. diphthongs _____
   h. phonic generalizations _____
   i. spelling patterns _____

3. Structural Analysis
   a. compound words _____
   b. contractions _____
   c. inflectional endings _____
   d. prefixes/suffixes/roots _____
   e. syllabication/accent _____

4. Context clues
   a. picture clues _____
   b. semantic/syntactic clues _____

5. Dictionary Usage
   a. alphabetical order _____
   b. guide words _____
   c. variants/derivatives/root words _____
   d. prounuciation key _____
   e. accent marks _____
   f. word meanings _____

COMPREHENSION SKILLS

1. Units of Comprehension
   word _____
   phrase _____
   sentence (punctuation) _____
   paragraph _____
   entire selection _____

2. Levels of Comprehension
   a. Literal
      details _____
      sequence _____
      antecedents of referent words _____
      enumeration _____
      following directions _____
      main idea (if stated) _____

b. Interpretive
main idea (if not stated) _____
cause and effect _____
make comparisons _____
draw conclusions _____
make inferences _____
classifying _____
picture interpretation _____
interpret idioms and figures of speech _____
interpret story characters and events _____
make generalizations _____

c. Critical/Evaluative
author's fairness or bias or point of view _____
author's use of language _____
author's style or tone _____
fact vs. opinion _____
reality vs. fantasy _____
propaganda techniques _____
types of literature _____

d. Creative
open-ended questions _____
predicts outcomes _____
involvement with the information presented _____
rethinks ideas in view of material read _____

VOCABULARY DEVELOPMENT

1. Word meanings _____

2. Special words
homonyms _____
homographs _____
antonums _____
synonyms _____

3. Structure words _____

4. Signal words _____

STUDY SKILLS

1. Study methods
SQ3R _____
reading for a purpose _____

2. Rate _____

3. Locating materials
a. books
preface _____

indexes _____
appendices _____
glossaries _____
footnotes _____
bibliographies _____

b. reference books
encyclopedia:
alphabetical order _____
guide words _____
cross-references _____
volume _____
key word _____
atlas:
alphabetical order _____
map legend _____
map location _____
map scale _____
library resources:
location _____
card catalog _____
reference materials _____

4. Organization
note taking _____
outlining _____
summarizing information _____

5. Graphic Aids
a. maps _____
b. graphs
picture _____
circle _____
bar _____
line _____
c. tables _____
d. illustrations _____

CONTENT AREA SKILLS

1. Literature
a. specialized vocabulary _____
b. plot, theme, characterization, sequence _____
c. knowledge of
short stories _____
novels _____
plays _____
poetry _____
essays _____
biographies _____
autobiographies _____

2. Social Studies/History
   specialized vocabulary_____
   concepts _____
   reading of maps, charts, graphs_____

3. Mathematics
   specialized vocabulary_____
   symbols_____
   abbreviations_____
   word problems_____
   graphs, maps, charts, tables_____

4. Science
   specialized vocabulary_____
   concepts_____
   following directions_____
   graphs, charts, tables_____

CLINICAL/SUPPORT READING PROGRAM EVALUATION

FOR PARENTS

Directions: Please choose the appropriate answer after each of the following statements. SA=Strongly Agree, A=Agree, N=No Opinion, D=Disagree, and SD=Strongly Disagree.

AFTER PARTICIPATING IN THE READING CLINICAL/SUPPORT PROGRAM:

1. My son/daughter makes better grades in school.

   SA _____ A _____ N _____ D _____ SD _____

2. My son/duaghter reads more willingly.

   SA _____ A _____ N _____ D _____ SD _____

3. My son/daughter reads more often.

   SA _____ A _____ N _____ D _____ SD _____

4. My son/daughter has improved his attitude toward reading.

   SA _____ A _____ N _____ D _____ SD _____

5. My suggestions were considered in the development of an individualized educational program for my son/daughter.

   SA _____ A _____ N _____ D _____ SD _____

6. The cooperation between student, teacher(s), and parents was satisfactory.

   SA _____ A _____ N _____ D _____ SD _____

CLINICAL/SUPPORT READING PROGRAM EVALUATION

FOR ELEMENTARY STUDENTS

Directions: Please put a check beside the best answer. SA=Strongly Agree, A=Agree, N=Don't Know, D=Disagree, and SD=Strongly Disagree.

AFTER PARTICIPATING IN THE CLINICAL/SUPPORT READING PROGRAM:

1. I can read harder books now.

   SA____ A____ N____ D____ SD____

2. I make better grades now.

   SA____ A____ N____ D____ SD____

3. I accomplished most of my goals.

   SA____ A____ N____ D____ SD____

4. I like to read.

   SA____ A____ N____ D____ SD____

5. I read to find out new things now.

   SA____ A____ N____ D____ SD____

6. The Clinical/Support Reading Program has help me.

   SA____ A____ N____ D____ SD____

CLINICAL/SUPPORT READING PROGRAM EVALUATION

FOR SECONDARY STUDENTS

Directions: Please choose the best answer for the following statements. SA=Strongly Agree, A=Agree, N=Don't Know, D=Disagree, and SD=Strongly Disagree.

AFTER PARTICIPATING IN THE CLINICAL/SUPPORT READING PROGRAM:

1. I can complete most of my homework assignments.

   SA ____ A ____ N ____ D ____ SD ____

2. I can read the newspaper.

   SA ____ A ____ N ____ D ____ SD ____

3. I can read my textbooks better.

   SA ____ A ____ N ____ D ____ SD ____

4. I can understand the author's message without so much difficulty.

   SA ____ A ____ N ____ D ____ SD ____

5. I completed most of my goals.

   SA ____ A ____ N ____ D ____ SD ____

6. The Clinical/Support Reading Program helped me improve my reading.

   SA ____ A ____ N ____ D ____ SD ____

7. My grades have improved.

   SA ____ A ____ N ____ D ____ SD ____

CLINICAL/SUPPORT READING PROGRAM EVALUATION

FOR TEACHERS

Directions: Please indicate how you feel about the Clinical/Support Reading Program by checking the appropriate answer after each of the following statements. SA=Strongly Agree, A=Agree, N=No opinion, D=Disagree, and SD=Strongly Disagree.

1. The identification process of non-proficient readers is adequate.

   SA ____ A ____ N ____ D ____ SD ____

2. The assessment of student interactions in the classroom environment is accurate.

   SA ____ A ____ N ____ D ____ SD ____

3. My suggestions were considered in the development of an individualized educational program for the students I referred.

   SA ____ A ____ N ____ D ____ SD ____

4. The student's progress was re-assessed at regular intervals.

   SA ____ A ____ N ____ D ____ SD ____

5. I was provided with continuous feedback about the students progress.

   SA ____ A ____ N ____ D ____ SD ____

6. The students' goals were revised as needed.

   SA ____ A ____ N ____ D ____ SD ____

7. Students who re-entered the regular program were better able to handle the curriculum.

   SA ____ A ____ N ____ D ____ SD ____

8. The Reading Specialist and I worked cooperatively to provide classroom methods and materials which correlated with the Clinical/Support Reading Program.

   SA ____ A ____ N ____ D ____ SD ____

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